



Grove Lea
Primary School

Pupil Premium Grant (PPG) Plan 2019-2020 (Including Service Level Children and Children in Care/Previous in Care)

Acronyms used in report

PP = Pupil Premium

SMT= Senior Management Team

SDP= School Development Plan

SLA = Service Level Agreement

CPD = Continued Professional Development

CIC = Children in Care

PIC = Previous in Care

Overview of the school:

Breakdown of Pupil Premium throughout school:	
Year groups 2019/2020	Number of pupils in each cohort
Nursery	1
Reception	tbc
Year 1	5
Year 2	5
Year 3	7
Year 4	4
Year 5	7 Including 2 service
Year 6	6 Including 1 LAC

Total Amount of PPG: £36, 600
Total Amount of LAC: £2,300
Total Amount Service Children: £600
Total Amount of EYPPG:£600

Research from the EEF on adopting a 3 tiered approach to spending Pupil premium Funding.

1. Teaching
Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.
2. Targeted academic support
Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.
3. Wider strategies
Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category

Cultural capital



- Cultural capital is the essential knowledge that children need to be educated citizens.
- Some children arrive at an early years setting with poorer experiences than others, in their learning and play.
- What the setting does, through its curriculum and interactions, potentially makes all the difference.
- It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning.

Our Intent for the spending of PPG at Grove Lea Primary School:

- The leader for Pupil Premium is a member of the senior management team (Head Teacher) and attends training and network groups to be equipped with the knowledge and skills for supporting Pupil Premium children. This will include attending any training and keeping up to date with published materials.
- The curriculum is designed to meet the needs of our children in our context. To ensure children's interests are taken into account when completing LTPs with teachers
- To ensure that the curriculum is vocabulary and language enriched with high quality texts which engage and enhance learning.
- To continue to value the importance of good transition. To ensure teacher's have time to meet to transfer information regarding cohorts and individuals.
- To train staff in identifying and monitoring vulnerable pupils and to ensure they understand the referral process if they are concerned. To implement CPOMs as a tracking tool for reporting any concerns to safeguarding leads.
- To continue to foster good relationships with parents, ensuring they understand what they are entitled to and how funding will be spent to support their child in meeting their full potential
- To continue to ensure 'Quality first Teaching' is Outstanding through bespoke CPD (Continued Professional Development) training. To continue to ensure systematic monitoring systems are in place to review the above as part of performance appraisals, pupil progress meetings and feedback from learning walks, observations, work scrutinys and pupil questionnaires.
- To continue improve Quality First Teaching through innovative resources e.g Using programmes such as Iris for teachers to be able to film themselves and either use for self reflection or to share with other members of staff for feedback.
- To continue to improve the roles of teaching assistants within the classroom through bespoke CPD training which is identified through rigorous performance appraisals.
- To continue to use teacher assessment and target tracker in order to identify any pupil premium pupils who are falling behind and initiate classroom strategies to support. Implement any intervention when needed. Progress to be measured through termly data reports and monitoring of learning and teaching strategies.
- To continue to monitor the impact of any intervention work, allowing children breaks in order to measure impact. If intervention has no impact to quickly identify this and adapt.

- To continue to use daily and weekly attendance reports to monitor the attendance of pupil premium children. Where attendance falls to follow school policy and work with parents/carers to improve attendance when necessary. This will include offering Morning Club and After School Clubs free of charge.
- To continue to offer 'Tree Tops' programme (bespoke package, led by Learning Mentor) in order to support and develop children's well-being, social and emotional development. The learning Mentor will log work into CPOMs so class teachers have an overview of work and all senior leaders are aware of who has had support.
- To promote Mental Health and Well Being throughout school and quickly identify any PP children who may need additional support and time.
- To continue to facilitate and increase the engagement of families through a more effective home school partnership. Involvement and release of Learning Mentor in order to meet families who have concerns regarding their child's well-being, social and emotional development and or to meet with parents to share any updates with intervention work which has taken place. CPOMs will be used as a tool to track and monitor meetings.

Senior leaders will continue to ensure that key policies, e.g safeguarding and behavior are consistency followed for all children. Integris will continue to monitor any behavior incidents in school. Termly reports will be used to support monitoring amd identify any next steps, when or if needed.

The leader for Pupil Premium will report to Governors and other stakeholders will be reported to each term on the progress of children entitled to Pupil Premium funding. This will include data, how many children have been allocated additional time for intervention or time with the Learning Mentor, attendance figures and how many children have accessed fully subsidized clubs and educational visits.

Year 6	Costs	Implementation	Impact
Boosters provided for all children From Xmas- May For SPAG/Reading and Maths	4 teachers 1hr per week after school Approx 12 week block	Specific teaching to help address misconceptions from class. Planning to be completed 1 week at a time- Class Teacher to identify work with other teachers	To help support children in reaching their potential and striving to meet Age Related Expectations or Exceeding
Group Intervention time allocated with HLTA All Year	See below in whole school costings	Personalised programme to support gaps in knowledge and understanding To be led by Class Teacher Time allocated in Timetable for Class Teacher to meet with HLTA	To help support children reaching Expected Standard for Maths
EYFS/Year 1/Year 2	Costs	Implementation	Impact
To provide targeted support in EYFS, particularly with group work, reading and assessment	See below for whole school costings	To provide targeted support for pupil premium pupils and improved ratios for key workers To allow additional time for 1:1 reading/practising letters sounds/high frequency words/early number recognition	Improved outcomes in the number of children achieving 'Good Level of Development'
Group Intervention time allocated with teacher/TA	See whole school costs below in whole school	Personalised programme to support gaps in knowledge and understanding Programme to be lead by the Class Teacher	Help improve outcomes for core subjects- Re/Wr/Ma
Children identified with poor speech and communication to work with school-bought SaLT	£5000 per year= 1 full day every 2 weeks children identified	Children to receive Speech and language sessions. Children who can talk clearly and can understand and communicate are more likely to be able to have the basic skills to read and write	To help improve outcomes for Phonics, Reading and Writing

All year groups	Costs	Implementation	Impact
To increase the standard of teaching (Quality First Teaching) through CPD training	SMT/ Coordinator monitoring time Coordinators working with Inspire Trust for subject Leader Network meetings	Continue to monitor staff termly using the Teaching/Teaching Assistant Overview (observation/Learning Walks/Data/Learning Environments/Book Scrutinys/Planning) Continue with Performance Appraisal Cycle/Pupil Progress Meetings and Mid-Term Reviews. Continue Moderation work within school, pyramid and LA	All Staff are clear on their role and expectations and are able to fulfil their role the best that they can
Children have access to a vocabulary and language enriched curriculum	All Teachers	Subject leaders outline a vocabulary progression grid for all year groups (tier 3) High quality texts are identified in long term plans and children are read to on a regular basis Children have opportunities to read across all areas of the curriculum Children are taught new vocabulary in a structured and systematic way '7 steps to teaching a child a new word'	The vocabulary gap is narrowed. Children have the best chances; By learning a wealth of vocabulary it will allow children to have full access the curriculum
Continue to improve the role of Teaching Assistants within lessons and leading intervention	Twilight arranged with Craig Batley =£300	Continue to support staff with personalised CPD training	All Staff are clear on their role and expectations and are able to fulfil their role the best that they can
To continue to use IRIS (camera package). To allow teachers to film and reflect on own lessons, then work with other teachers to feed back on their lessons. This will	Start of new contract £1361.03 a year- 3 rd year of contract	Iris to be used to focus to help monitor and improve teaching for all subjects. Teachers to record a non-core subject and share with subject lead. Children will have a wide range of experiences by being	The curriculum at Grove Lea Primary School will develop the children's knowledge and understanding across all areas of the curriculum.

<p>help to eliminate timetable constraints of releasing members of staff to observe good practice and for coordinators being release to observe their own subject.</p>		<p>educated at Grove Lea Primary school. (Cultural Capital)</p>	<p>The schemes of work will identify progression and the key skills taught in each year group.</p> <p>Quality First teaching continues to be of the highest standard</p>
<p>Intervention time identified on timetable- Teacher to lead and direct</p>	<p>TA = £11.46 per hr</p> <p>Additional time 1 hr a week</p> <p>Total Cost: Approx 22 x £11.46 =£252.12 a week X 39 (school weeks) = £9,832.68</p>	<p>Targeted support out of class with Literacy and Numeracy- Clear records kept of who is working with which group and what work is covered All children allocated additional Intervention Time to be highlighted as a group on Target Tracker</p> <p>To narrow the gap for children eligible for PP. To monitor the effectiveness of intervention groups</p>	<p>Standards raised in Reading, Writing, Speaking and Listening and Numeracy</p>
<p>Learning Mentor time allocated for drop in Family Sessions (9.00-9.30am)</p>	<p>£14.63 a hr</p>	<p>To support hard to reach families and coordinating some bespoke packages in regarding to supporting children with additional barriers- bereavement/anxiety/attachment, etc</p>	<p>Issues causing concern addressed and supported</p>
<p>To continue to promote and embed Mental Health and Well being across school</p>	<p>None</p>	<p>Continue to ensure that Mental Health and well being is an important aspect of the curriculum. Continue to ensure Parent/Carers/Staff know the procedures for referring and the services/programmes available to support our children in school See Mental Health and Well Being Policy</p>	<p>Maslows Hierachy: Children who are happy and safe can learn- they have no barriers</p>

<p>To use CPOMs as a package to monitor Safeguarding concerns/children on CiN and CP.</p> <p>CPOMs to also be used for Learning Mentor to monitor and track the families/children she works with</p>		<p>To strengthen systems for monitoring the vulnerable children</p> <p>To strengthen systems for communicating work completed between Learning Mentor and staff</p>	<p>Will be clearer to identify children who are vulnerable- one package.</p> <p>Work of Learning Mentor can be monitored</p>
<p>Speech and Language Therapist (SaLT)</p>	<p>£5,000 per year</p>	<p>Continue to buy in SaLT to work in school across all year groups- children who had access to 1:1 time to be re-assessed and carry on if necessary and all children who are new to school-nursery/reception or other cohorts to be baselined</p>	<p>Children who can speak clearly are more able to be able to learn phonics and to then learn to read. Children who can speak correctly are more likely to be able to write accurately</p>
<p>Education Welfare Officer – Monday mornings, proactive in addressing persistent absentees</p>	<p>£1.50 per morning £1.5 x 5 days x 39 weeks = £292.50</p>	<p>To offer free wrap around care (access to morning and after school clubs)</p>	<p>To reduce % of persistent absenteeism</p>
<p>Provide after school enhancement through clubs, trips and opportunities</p>	<p>All 'After School' clubs to be fully subsidised by PP £60 a year per club</p> <p>All trips to be fully subsidised by PP Average trip = £15</p>	<p>To raise standards through wider range of experiences</p>	<p>Children's aspirations raised</p>

	(2 a year) £30 £100 subsidy for Robinwood residential		
--	--	--	--